

## 2003 Standardized Testing and Reporting (STAR) Program Testing Students Out-of-Level (Below Level) and/or with Accommodations or Modifications and Returning Answer Documents for Scoring

### California Standards Tests And California Achievement Tests, Sixth Edition, Survey

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**NOTE: The Category 3 modification information for students with 504 Plans in this document supercedes information in other 2003 STAR documents.**

All California public school students in grades 2 through 11 are required to take the California Standards Tests (CSTs) and the California Achievement Tests, Sixth Edition, Survey (CAT/6). This includes all students with disabilities, students with 504 Plans under the Federal Rehabilitation Act and English learners regardless of the length of time they have been in California schools or their fluency in English. Some students may require tests below their enrollment grades or accommodations or modifications to access the tests.

Both the CSTs and the CAT/6 are standardized tests. This means that all students taking the tests use identical materials, receive the same directions, and take the tests under the same conditions of administration. Testing accommodations or modifications are used if a student requires a testing condition that differs from the standardized materials, directions, and/or procedures. Accommodations or modifications should be used only when the student cannot take the test unless these adaptations are made. They should not give the student an unfair advantage or be used to improve a student's score.

Most students with disabilities should be able to take the tests with no accommodations. Accommodations that are used must be:

- Based on identified individual needs not on the type of disability.

- Matched with accommodations provided in the student's regular instructional program.
- Specified in the student's IEP or Section 504 Plan.

While accommodations do not change what is being tested, modifications do change what is being tested. Illustrative examples include the following:

- A student may use the accommodation of additional time for the CAT/6 Reading/Language Arts Test. The extra time does not change the nature of the word analysis or reading comprehension skills being tested.
- A student may require a modification because he/she is unable to take the CAT/6 Reading/Language Arts Test unless someone reads the test aloud. Having the test read aloud changes it from a reading comprehension to a listening comprehension test. Thus the nature of what is being tested is changed by the modified administration.

#### Out-of-Level (Below Level) Testing

All students in grades 2, 3, and 4 must take the tests for the grades in which they are enrolled. No out-of-level testing is allowed in these grades. Students with IEPs or 504 Plans in grades 5 – 11 may be tested no more than two-grade levels below their enrollment grades. To determine the enrollment grades for students in ungraded programs, subtract 5 from the student's chronological age. For example, an 11 year old would be enrolled in grade 6 in a graded program ( $11 - 5 = 6$ ).

A student tested out-of-level must take all tests required for the grade-level test being taken. That is, students in grades 5 or 6 taking grade-4 tests must take both the multiple-choice tests and the writing test. Students in grades 8 and 9 taking grade-7 tests must also take the writing test. Students in grades 9, 10 or 11 taking grade-8 or -9 tests must take a CST math test

Students tested out-of-level must take all tests for a single grade level. For example, grade 7 students taking the grade-5 test must take the English-language arts, math, and science CSTs and the CAT/6 Reading/Language, Math, and Spelling tests for grade 5..

### **Accommodations for English Learners in District Less Than 12 Months**

Local boards of education must have adopted a policy that is applied in all schools to identify English learners enrolled in the district fewer than 12 months who may be tested with accommodations. The eligible English learners may be tested with any appropriate category 1 or 2 accommodations. In addition, they may have directions translated into their primary languages, and they may use bilingual English/primary language dictionaries or glossaries.

### **Braille and Large-Print Tests**

NOTE: The *Directions for Administration* (DFA) direct students to turn to specific pages to begin each test session and generally specify the page to which students are to turn. The page numbers in the DFAs **do not apply** to the large-print and Braille tests. Teachers administering large-print and Braille tests must ensure that students are on the correct test, test part, and page in the booklets.

Large-print and Braille tests require more time than regular print tests. Students taking large-print CAT/6 tests should be allowed approximately 150% of the time specified for each test in the DFAs. That is students should be allowed about 60 minutes to complete a 40-minute test. Students taking Braille tests should be allowed up to 250% of the time specified in the DFAs. That is students should be allowed up to 100 minutes to complete a 40-minute test. If students complete the tests

within the 150 or 250% times, **do not grid** extended-time for the CAT/6 tests.

### **Non-Standard Testing Conditions and Accommodations for Multiple-Choice Tests**

Category 1, non-standard testing conditions, are available for any student who regularly uses these during classroom instruction. Category 2 accommodations are available for students with IEPs or 504 Plans who regularly use the accommodations in daily instruction and have the accommodations specified in their IEP or 504 Plans. English learners enrolled in the district fewer than 12 months may also use Category 2 accommodations.

Category 1 non-standard testing conditions include:

- Using a marker or mask to maintain place or using a colored overlay
- Using visual magnifying or audio amplification equipment
- Having directions simplified or clarified or signed for the deaf
- Using noise buffers
- Having an adult turn pages
- Taking the tests individually or in a small group
- Using adaptive furniture, study carrels, or special lighting

Category 1 non-standard testing conditions **are not** coded on student answer documents.

Category 2 accommodations include:

- Taking a test or part of a CST on more than one day
- Having supervised breaks within a test or test part
- Having extra time for tests within the CAT/6 survey
- Being tested in a home or hospital setting by a certificated teacher
- Being tested at a time most beneficial to the student
- Marking multiple-choice responses in the test booklet for an adult to transcribe to an answer document
- Indicating responses to a scribe
- Using large print or Braille tests
- Having questions read aloud (or signed for the deaf) for math, science, and/or history-social science tests

## Attachment F

- Highlighting key words in directions or test questions (limited to grades 4 – 11)

Student answer documents must be coded to show that they used category 2 accommodations.

When students use Category 2 accommodations, teachers are to mark one or more of the following on student answer documents:

- Student is an English learner in the district fewer than 12 months who used accommodations on the test.
- Student was tested in Braille.
- Student was tested with accommodations specified in a 504 Plan.
- Student was tested with accommodations specified in an IEP.
- Student used extended time for one or more of the CAT/6 tests.

Following are examples of how Category 2 accommodations would be coded for different students:

- If the **only** accommodation used was a Braille test, grid only “Student was tested in Braille.”
- If the **only** accommodation used was extended time for one or more of the CAT/6 tests, grid only “Student used extended time for one or more of the CAT/6 tests.”
- If a student with an IEP had math questions read aloud and used extended time on CAT/6 tests, grid both “Student was tested with accommodations specified in an IEP” and “Student used extended time for one or more of the CAT/6 tests.”
- If an English learner had the directions translated and used extended time on the CAT/6 tests, grid both “Student is an English learner in the district fewer than 12 months who used accommodations on the test” and “Student used extended time for one or more of the CAT/6 tests.”

### Modifications

Category 3 modifications are available for students with IEPs or 504 Plans who

regularly use the modifications in daily instruction and have them specified in their IEP or 504 Plans.

Modifications include:

- Using a dictionary, glossary, word book or word list for reading, language, or spelling tests
- Having reading passages and/or questions on reading, language, and/or spelling tests read aloud (or signed for the deaf)
- Using a calculator, arithmetic table or manipulatives for mathematics tests
- Using a unique modification that is approved by the California Department of Education that is not listed above

### Accommodations and Modifications for Grade 4 and Grade 7 Writing Tests

The directions for gridding accommodations on the multiple-choice tests also apply to the grade 4 and grade 7 writing tests.

Category 2 accommodations for the writing tests include:

- Using a large print or Braille test
- Having supervised breaks during the test
- Indicating responses to a scribe with the student providing all spelling, grammar, and language convention details
- Using word processing software with spell and grammar check tools turned off

Category 3 modifications include:

- Having reading passages and/or directions students are to read independently read aloud
- Dictating response to a scribe with the scribe determining the spelling, grammar, and language conventions
- Using word processing software with spelling and grammar checker
- Using dictionaries, word books, work lists or thesauruses

**Guidelines for Scribes**

When a scribe is used for either the multiple-choice or writing tests, the scribe may not be:

- Related to the student
- A family friend
- The student's personal aide

**California Alternate Performance Assessment (CAPA)**

A small number of students with significant disabilities will be unable to take the CSTs and the CAT/6 even with accommodations or modifications. These are students who are receiving a curriculum with an emphasis on life-skills and social skill development with academic content to the extent that their disabilities allow. These students should take the CAPA, which is an individually administered performance assessment that is related to California's Academic Content Standards.

Because of the severity of their disabilities, these students will be unable to take any of the CSTs or the CAT/6. The demographic pages of a STAR answer document must be completed for each of these students and submitted with their class' documents for scoring. The "Student Not Tested" box must be gridded for "Student has a significant disability and was assessed with the CAPA."

**Submitting Answer Documents for Scoring**

All answer documents for students tested out-of-level or with accommodations or modifications are to be submitted with the student's class or enrollment grade level for scoring. For example, if a sixth-grade student takes the grade-4 tests, the student's multiple-choice and writing tests must be submitted for scoring under grade-6 Scoring Service Identification form (SSID).

**Guidelines for Completing SSIDs for Students with Disabilities**

Students with IEPs may be receiving services at a location other than their home or local school. In specific situations these students answer documents may be submitted for scoring as a district special education program. The following table summarizes how answer documents are to be submitted for scoring.

| Special Education Service Provider   | School Code To Use on SSID                        |
|--|---|
| Student's home school  | School of Service code                            |
| School other than home school  | District of Residence code*                       |
| District programs without school code  | District of Residence code*                       |
| District special school or center  | School of Service or District of Residence code** |
| Non-traditional school—charter school, alternative education school, juvenile court school, community school | School of Service code                            |
| County special education program   | County Special Education school code              |
| Non-public school  | District of Residence code*                       |
| State Special School   | School of Service                                 |

\* If the district is accountable for students in programs for which there are no official CDS school codes, enter 0000001 in the School Code section on the SSID.

Answer documents submitted under SSIDs with the 0000001 school code will be scored as district programs.

\*\* If a district special school or program has a school code, the official 7-digit school code must be entered in the School Code section on the SSID.

**Student Scores**

The score reports for students tested with Category 2 accommodations and Category 3 modifications will indicate that the student was tested with accommodations or modifications.

The national percentiles reported for CAT/6 tests taken below level will be based on the student's enrollment grade.

Individual CST student reports will show the grade level of the test taken and the student's score for that grade level.